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ABSTRACT

A new edition of the City College of San Francisco (CCSF) Planning Atlas, which reports on the status and progress the college has made on achieving the goals set forth in the Strategic Plan, was published in 1998. The Strategic Plan calls for regular reports on approximately 50 performance indicators, some of which have been published for several years, but many of which are relatively new. This Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows: (1) enhance access to CCSF, which looks at topics ranging from annual headcount enrollment, city and county comparison, and enrollment by zip code; (2) promote student success in achievement of educational goals, which examines topics ranging from degrees, certificates, and awards to course completion to student earnings; (3) improve satisfaction with college services, which explores student satisfaction with instruction and student services, and satisfaction with the learning environment; (4) promote a supportive and positive workplace, which discusses such items as employee satisfaction with working environment and employee demographics; (5) manage resources effectively, which looks at such topics as annual funds received and the fifty percent law; and (6) pursue highest standard of educational excellence. (VWC)

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PLANNING ATLAS

Fact Book for City College of San Francisco

Fall 1999

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CITY COLLEGE OF SAN FRANCISCO

City College of San Francisco

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PLANNING ATLAS

Fact Book for City College of San Francisco
Fall 1999

City College of San Francisco

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TABLE OF CONTENTS

INTRODUCTION i

Ch. 1 STUDENT ENROLLMENT AND ACCESS 1
- Annual Headcount Enrollment 2
- Credit and Noncredit Enrollment by Term 3
- Enrollment by Gender, Age and Ethnicity 4-6
- Campus Enrollments 7
- School Enrollments 8
- Participation Rate 9
- City and County Comparison 9
- First Time Credit Students of All Ages by High School 10
- First Time Credit Students Ages 16-19 by High School 11
- New from Noncredit 12
- EOPS and DSP&S Students Served 13-14
- Financial Aid Awards and Recipients 15-17
- Basic Skills and ESL Enrollments 18
- International Student Enrollment 19
- Enrollment by Zip Code 20

Ch. 2 STUDENT SUCCESS 21
- Degrees, Certificates and Awards 22-24
- Transfers 25-26
- Noncredit Exit Tests 27-28
- Course Completion 29
- Persistence of First-time Students 30
- Persistence of All Students 30
- GED Examinees 31
- Student Earnings 32

Ch. 3 STUDENT AND EMPLOYEE SATISFACTION 33
- Student Satisfaction with Instruction and Student Services 34-36
- Satisfaction with Learning Environment 37

Ch. 4 WORKPLACE ENVIRONMENT 38
- Employee Satisfaction with Working Environment 39
- Employee Grievances 40
- Rank Among Bay 10 40
- Employee Demographics 41-44
- FTE Ratios 45

Ch. 5 FINANCIAL RESOURCES 46

Annual Funds Received 47
Faculty Load 48
Expenditures per FTES 48
Five Percent Reserve 48
Fiscal Stability 49
Fifty Percent Law 49

Ch. 6 EDUCATIONAL EXCELLENCE... 50
Only two items for this chapter are currently collected. They are available in Chapter 2.

INTRODUCTION

Last year marked a new edition of the City College of San Francisco (CCSF) Planning Atlas which reports on the status and progress the college has made on achieving the goals set forth in the Strategic Plan. The Strategic Plan calls for regular reports on approximately fifty performance indicators, some of which have been published for several years, but many of which are relatively new. We hope this edition provides the reader with a useful portrait of the college and that the information will be used by administrators, faculty and staff as a resource document for planning and resource allocation decisions, for writing grants, publishing articles about the college, or just providing facts about CCSF to interested parties.

The Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows:

- Access to City College of San Francisco
- Promote Student Success in Achievement of Educational Goals
- Improve Satisfaction with College Services
- Promote a Supportive and Positive Workplace
- Manage Resources Effectively
- Pursue Highest Standard of Educational Excellence

The Strategic Plan as well as many of the referenced reports are available at our website *http://www.ccsf.cc.ca.us/Services/Planning/planning/strplan.htm*

We make every effort to publish reliable and accurate data drawn from a variety of internal CCSF and State Chancellor's Office sources. Sometimes inconsistencies occur between these sources; we have worked to minimize these inconsistencies, and to explain them when that is not possible. Our goal for the Planning Atlas is to have it contain information covering the most recent academic years, as well as more historical information for longitudinal comparison. Due to the recent conversion of the student database (Spring 1998), some information is newly available to us and cannot be provided longitudinally. We are also pleased to be able to provide electronic access to this report via our web page (listed above and referenced throughout the document). All the following pages as well as much of the source material (and in some cases additional information specific to this report) can be accessed there. We believe this edition of the Atlas substantially improves upon the information available in the Fall 1997 edition.

Office of Research, Planning and Grants
Robert Gabriner, Director
December 1999

CHAPTER ONE

STUDENT ENROLLMENT AND ACCESS

ENHANCE ACCESS TO CITY COLLEGE OF SAN FRANCISCO

City College of San Francisco (CCSF) is dedicated to maintaining an open door for all who can benefit from enrolling in our programs. Entering students should have easy access to information needed to enroll in the appropriate programs and courses. CCSF will continue to respond to the needs of our students and will schedule programs and classes throughout the City of San Francisco to ensure maximum access for the diverse communities we serve.

The primary indicators of access to City College are the total numbers of adults served within the city and county of San Francisco, the college service area, as well as the diverse communities within its primary service area. Additionally this chapter begins with an overview of the numbers and characteristics of enrolled CCSF students.

ENROLLMENT OVERVIEW

1. Annual Headcount Enrollment

Students enrolling at City College of San Francisco can take Credit or Noncredit courses, or enroll in courses offered through our Contract Education, Continuing Education, or Institute for International Students programs.

	1995/96 Su95 / F95 / Sp96	1996/97 Su96 / F96 / Sp97	1997/98 Su97 / F97 / Sp98	1998/99 Su98 / F98 / Sp99
Credit, Annual Unduplicated	40,476	42,687	44,366	47,037
Noncredit, Annual Unduplicated	42,101	43,748	44,819	44,579
Credit & Noncredit, Unduplicated*	**79,337**	**83,790**	**86,454**	**88,572**
Other Programs, Unduplicated:				
Contract Education	1,259	1,803	942[2]	1,793
CACT / Garment 2000	140[1]	160[1]	185	212
Continuing Education	4,992	5,283	5,760	4,702[3]
Institute for International Students	358	373	414	450
Total Other Programs	**6,609**	**7,459**	**7,301**	**7,157**
Annual Enrollment Total	**85,946**	**91,249**	**93,755**	**95,729**

Source: Office of Research. Credit & Noncredit data from CCSF ISIS & Banner Extracts; approximates State Chancellor's Office figures as they are reported in MIS. Other Program are self-reported by each program.

*Unduplicated figures count any given student only once for the combined semesters; e.g., a student who is enrolled in both Fall Credit and Fall Noncredit is counted only once in the Credit & Noncredit Unduplicated figure. Other Program figures are unduplicated within program.

[1]CACT / Garment 2000 figures were unavailable previously and are not included in the total enrollment for 1995/96 or 1996/97.

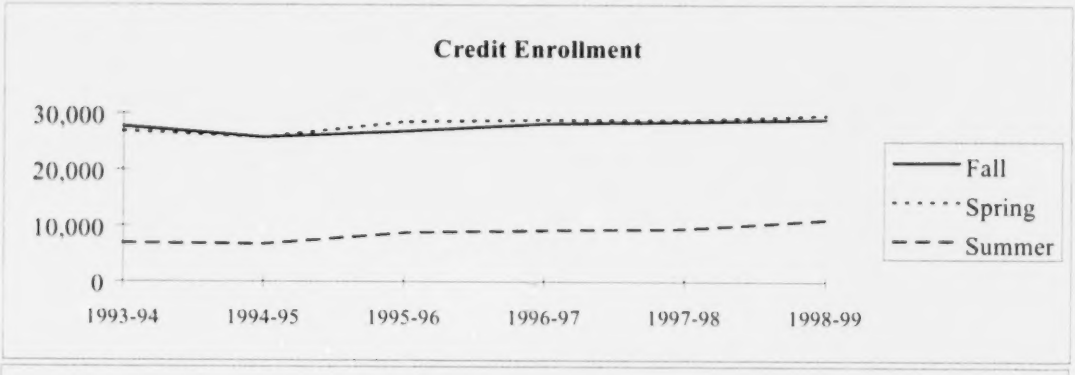
[2]The unduplicated number of trainees decreased but the total number of instructional hours for the trainees increased; i.e. fewer students are taking more hours as compared to last year.

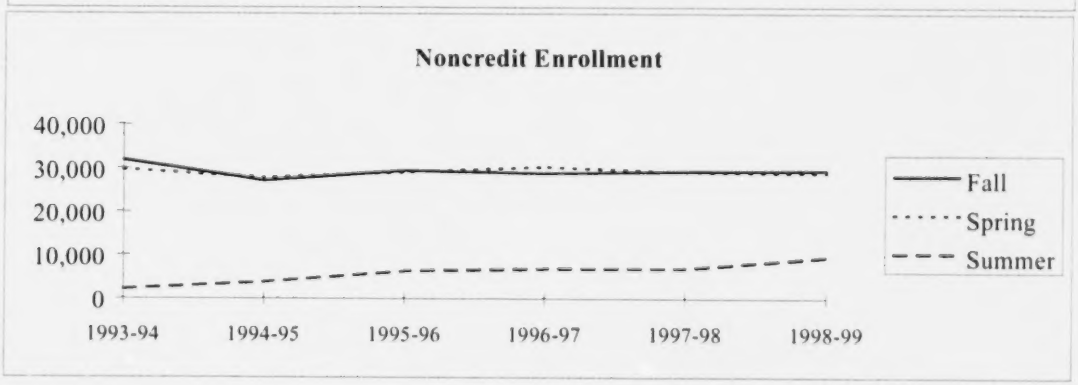
[3]Prices were increased 15% beginning in Spring 1999 because we had increased instructional costs. This is likely to have been part of the reason for the decline in enrollment.

2. Credit and Noncredit Enrollment by Term

The line graphs below depict a fairly steady longitudinal enrollment in both Credit and Noncredit for Fall and Spring semesters. Credit and Noncredit Summer enrollments have been increasing.

		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Credit	**Fall**	27,674	25,709	26,830	28,145	28,510	28,944
	Spring	26,848	25,737	28,481	28,818	28,825	29,619
	Summer	6,935	6,743	8,773	9,198	9,448	11,070
Noncredit	**Fall**	31,870	27,200	29,359	28,866	29,262	29,462
	Spring	29,727	27,766	29,071	30,278	29,174	28,924
	Summer	2,102	3,715	6,238	6,780	6,849	9,444





Source: MIS Full-term Reporting (FTR). Full-term Reporting is computed at the end of each term and includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

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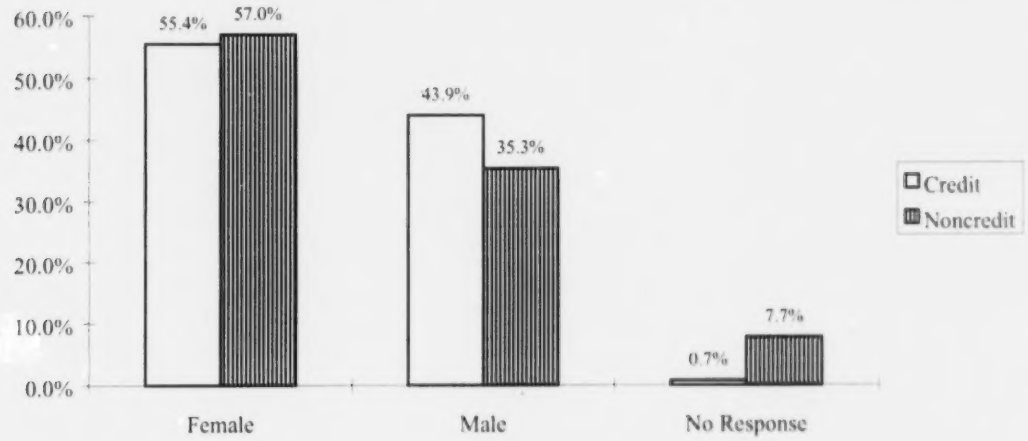
3. Enrollment by Gender

The majority of our students enrolled in both Credit and Noncredit courses are women

Fall 1998	Credit		Noncredit	
	Number	Percent	Number	Percent
Female	16,043	55.4%	16,798	57.0%
Male	12,698	43.9%	10,400	35.3%
No Response	203	0.7%	2,264	7.7%



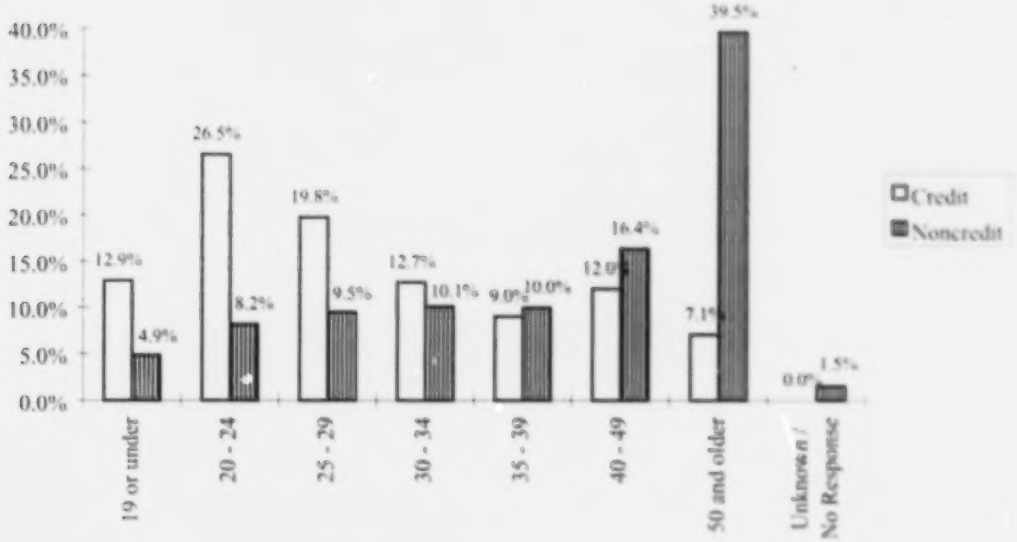
Source: MIS Full-term Reporting (FTR). Full-term Reporting is computed at the end of each term and includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

To see gender longitudinally for Credit and Noncredit, Fall, Spring and Summer Semesters, from 1993 to 1999 go to http://www.ccsf.cc.ca.us/Services/Planning/planning/demo99.pdf

4. Enrollment by Age

Approximately 60% of our Credit students are under 30 years old. The 20-24 age group comprises the largest group of students enrolled in Credit courses. The majority of our Noncredit students are 40 years or older.

Fall 1998	Credit		Noncredit	
	Number	Percent	Number	Percent
19 or under	3,741	12.9%	1,429	4.9%
20 - 24	7,681	26.5%	2,407	8.2%
25 - 29	5,717	19.8%	2,790	9.5%
30 - 34	3,678	12.7%	2,978	10.1%
35 - 39	2,610	9.0%	2,946	10.0%
40 - 49	3,471	12.0%	4,823	16.4%
50 and older	2,042	7.1%	11,648	39.5%
Unknown / No Response	4	0.0%	441	1.5%



Source: MIS Full-term Reporting (FTR). Full-term Reporting is computed at the end of each term and includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

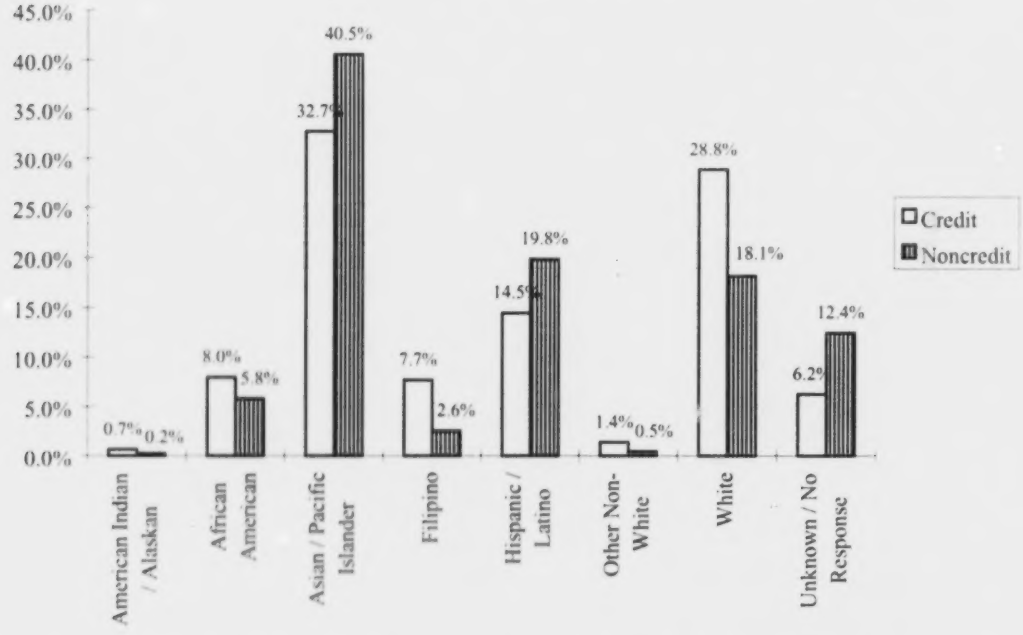
To see age longitudinally for Credit and Noncredit, Fall, Spring and Summer Semesters, from 1993 to 1999 go to http://www.ccsf.cc.ca.us/Services/Planning/planning/demo99.pdf

ENROLLMENT OVERVIEW

5. Enrollment by Ethnicity

As the chart below shows, City College of San Francisco had an ethnically diverse student body in both Credit and Noncredit programs and courses.

Fall 1998	Credit		Noncredit	
	Number	Percent	Number	Percent
American Indian / Alaskan	193	0.7%	65	0.2%
African American	2,313	8.0%	1,711	5.8%
Asian / Pacific Islander	9,479	32.7%	11,946	40.5%
Filipino	2,230	7.7%	752	2.6%
Hispanic / Latino	4,183	14.5%	5,840	19.8%
Other Non-White	398	1.4%	140	0.5%
White	8,346	28.8%	5,346	18.1%
Unknown / No Response	1,802	6.2%	3,662	12.4%



Source: MIS Full-term Reporting (FTR). Full-term Reporting is computed at the end of each term and includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

To see ethnicity longitudinally for Credit and Noncredit, Fall, Spring and Summer Semesters, from 1993 to 1999 go to http://www.ccsf.cc.ca.us/Services/Planning/planning/demo99.pdf

6. Campus Enrollments

City College offers instruction throughout San Francisco. Below are the unduplicated enrollments by campus.

Campuses	Fall Terms				
	1994	1995	1996	1997	1998
CREDIT					
Alemany	658	621	643	641	596
Castro-Valencia	1,253	1,237	1,609	1,697	1,713
Chinatwn-NB	862	747	764	725	651
Downtown	1,281	1,291	1,427	1,508	1,640
Evans	579	437	432	477	304
John Adams	1,020	1,000	1,138	1,102	1,589
Mission	451	458	491	479	534
Phelan	22,815	23,839	24,769	24,769	25,039
South East	538	544	566	351	455
NONCREDIT					
Alemany	3,749	3,987	4,264	4,166	4,016
Castro-Val.	189	228	188	199	204
Chinatwn-NB	5,454	5,603	5,561	5,906	6,041
Downtown	4,797	5,105	4,276	4,073	3,839
Evans	631	698	1,534	1,521	1,743
John Adams	9,358	9,553	9,914	9,663	8,977
Mission	6,789	7,071	7,466	7,651	7,668
Phelan	63	449	356	344	498
South East	1,202	1,012	1,178	1,001	1,073

Source: Office of Research, Campus Profiles Update and Campus Profiles Report; reports available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/prupdate.pdf and http://www.ccsf.cc.ca.us/Services/Planning/planning/profile.pdf***

7. School Enrollments

City College offers instruction in eight major educational areas referred to as "schools". Below are the unduplicated enrollments by school.

Schools	Fall Terms				
	1994	1995	1996	1997	1998
CREDIT					
Applied Science & Technology	1,829	1,773	1,866	1,795	1,810
Behavioral & Social Sciences	9,083	8,907	8,824	8,855	8,956
Business	3,903	3,799	3,520	3,497	3,918
ESL & International Education	4,227	4,106	4,020	3,884	3,799
Health and P.E.	6,747	7,319	7,284	7,030	7,312
Liberal Arts	12,820	12,668	13,671	13,465	13,269
Library & Learning Resources	1,146	1,192	1,279	787	2,975
Sciences & Mathematics	9,849	9,806	10,545	11,163	11,733
NONCREDIT					
Applied Science & Technology	2,232	2,414	2,422	2,328	2,320
Behavioral & Social Sciences	4,375	4,408	4,619	4,339	4,148
Business	4,198	4,137	3,960	4,021	3,524
ESL & International Education	17,125	18,350	19,214	19,115	19,082
Health and P.E.	2,642	2,615	2,728	2,882	2,852
Liberal Arts	2,153	2,212	2,240	2,226	2,116

Source: Office of Research, School Profiles; report available online at ***http://www.ccsf.cc.ca.us/Services/Planning***

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PRIMARY INDICATORS

1. Participation Rate

Percentage of San Francisco adult population served by the college compared to the total adult population in the city and county of San Francisco. The participation rate for CCSF is considerably higher than the state average of approximately 6%.

PARTICIPATION RATE	1994	1995	1996	1997	1998
SF Residents Age 19 and Over	623,685	622,360	636,191	643,810	653,830
Fall Enrollment -- All Students*	56,303	58,337	60,945	60,817	60,665
Fall Enrollment -- SF Residents	50,084	51,845	54,131	54,069	54,000 **
CCSF Participation Rate	8.0%	8.3%	8.5%	8.4%	8.3%

Source: Census projections; Office of Research.

Definition: The Participation Rate is the ratio of SF Residents enrolled at CCSF in a given Fall term divided by the total adult population of San Francisco.

*Credit and Noncredit Unduplicated.

**This figure is a proxy. Due to a change in the student database, the number of unknown zip codes in noncredit rose exponentially from 30 in Fall 1997 to 3600 in Fall 1998. The Office of Research was only able to verify 50,907 SF zip codes for Fall 1997; however, it is reasonable to suspect that many if not all of the 3,600 are, in fact, SF residents.

2. City and County Comparison

Numbers and characteristics of the student population compared to the adult population of the city and county of San Francisco. The table below shows the San Francisco adult population (persons 18 and older) as compared to the CCSF Fall 1998 enrollments.

	SF Adult Population, 1990 Census	CCSF Enrollment, Fall 1998 Credit	Noncredit
Female	50.2%	55.4%	57.0%
Male	49.8%	43.9%	35.3%
American Indian / Alaskan	0.5%	0.7%	0.2%
African American	9.7%	8.0%	5.8%
Asian / Pacific Islander *	27.1%	32.7%	40.5%
Filipino *	n/a	7.7%	2.6%
Hispanic / Latino	12.5%	14.5%	19.8%
Other Non-White	n/a	1.4%	0.5%
White	50.2%	28.8%	18.1%
Unknown / No Response	n/a	6.2%	12.4%

Source: U.S. Census Data, 1990 Population (San Francisco, CA PMSA); MIS Full-term Reporting (FTR).

*Filipinos are included in the Asian / Pacific Islander category in the 1990 U.S. Census data.

SECONDARY INDICATORS

1. New from High School

Numbers and characteristics of recent high school graduates* who are first time students matriculating at CCSF. The first table looks at first time students-- students with no prior college experience-- of all ages. In Fall 1998, 3,889 students were both new to City College and new to college in general. Of those, 37% had attended a high school within San Francisco. The second table reports on first time students ages 16-19. These represent about 40% of the total first time student cohort of 3,889; in other words, less than half of first time students enrolled at CCSF immediately after of high school. Of the 16-19 year olds, 56% attended a high school within San Francisco.

First Time Credit Students of <u>All Ages</u> by High School

	Fall Terms				
	1994	**1995**	**1996****	**1997**	**1998**
SF Unified High Schools	1,152	1,195	1,162	1,160	1,287
SF Private High Schools	179	153	123	149	151
Unidentified SF High Schools	12	15	24	5	7
Total San Francisco High Schools	**1,343**	**1,363**	**1,309**	**1,314**	**1,445**
San Mateo High Schools	167	178	206	193	240
Other California High Schools	339	338	255	272	464
Other U.S. High Schools	317	324	274	283	330
Outside U.S. High Schools	730	717	580	704	530
Unknown High Schools	496	648	1,169	787	880
Total First Time Students, All Ages	**3,392**	**3,568**	**3,793**	**3,553**	**3,889**

Source: Office of Research.

**Efforts to identify more of the Unknown High Schools, particularly for 1996, were unsuccessful.

The table for First Time Credit Students <u>Ages 16-19</u> by High School is on the next page.

For more information on SFUSD students see <u>The High School Report: The Placement, Performance and Persistence of New Students from SFUSD High Schools at CCSF</u> at http://www.ccsf.cc.ca.us/Services/Planning/planning/highschool.pdf or go to http://orb.sfusd.k12.ca.us/schdata/schdata.htm

*The high schools listed here are "last attended" and do not infer graduation. Information on graduates may be available in the future.

First Time Credit Students Ages 16-19 by High School

	Fall Terms				
	1994	**1995**	**1996**	**1997**	**1998**
SF Unified Schools					
Abraham Lincoln High	145	138	165	144	157
Balboa High	69	60	72	59	68
Downtown High	4	4	2	3	9
Galileo High	97	97	79	58	90
George Washington High	167	150	182	162	152
Ida B. Wells High	3	7	8	8	5
Independence High	11	19	16	27	6
J. Eugene McAteer High	54	62	65	80	94
John A. O'Connell Tech.	12	14	11	14	11
Lowell High	95	108	80	115	94
Mark Twain	8	15	11	15	3
Mission High	53	53	53	52	57
Newcomer High	3	0	3	0	1
Philip Burton	21	51	60	77	45
Raoul Wallenberg Traditional	19	27	16	24	17
Woodrow Wilson High	21	6	0	1	3
Other SF Public	66	46	54	47	76
Total San Francisco Unified	**848**	**857**	**877**	**886**	**888**
SF Private Schools					
Immaculate Conception Acad.	9	22	16	19	13
Lick-Wilmerding High	2	2	0	0	1
Mercy High	12	17	21	18	14
Other SF Private	29	18	14	22	22
Riordan High	20	26	21	24	24
Sacred Heart High	29	24	23	26	22
St. Ignatius College Prep.	8	5	2	13	3
St. Paul High	11	1	1	0	0
Total SF Private	**120**	**115**	**98**	**122**	**99**
Total San Francisco High Schools*	**968**	**972**	**975**	**1,008**	**987**
San Mateo High Schools	112	115	138	139	159
Other California High Schools	108	110	100	101	160
Other U.S. High Schools	44	39	44	52	64
Outside U.S. High Schools	104	88	75	116	64
Unknown High Schools	119	168	231	234	149
Total First Time Students, 16-19	**1,455**	**1,492**	**1,563**	**1,650**	**1,583**

Source: Office of Research.

*Includes a small number of Unidentifed SF High Schools.

SECONDARY INDICATORS

2. New from Noncredit

Numbers and characteristics of CCSF Noncredit students matriculating into Credit programs. In Fall 1998, 8,511 students were new to City College Credit courses (this figure includes transfer students from other colleges). Of those students, 1,838 had been previously enrolled in or were concurrently enrolled in at least one City College Noncredit course. This 1,838 represents the 21.6% of new Credit students who come from Noncredit.

New Credit Students as of Fall 1998, Previously Enrolled in Noncredit

Campus of Noncredit Enrollment

Campus	Number	Percent	Adjusted Percent*
Alemany	76	4%	7%
Chinatown	117	6%	10%
Downtown	279	15%	25%
Evans	14	1%	1%
John Adams	408	22%	36%
Mission	112	6%	10%
Phelan	46	3%	4%
South East	49	3%	4%
Castro-Valencia	29	2%	3%
Multiple Campuses	708	39%	100%
Total	**1,838**	**100%**	

*The adjusted percent excludes students who enrolled at more than one campus.

Department of Noncredit Enrollment

Department	Number	Percent
ESL	422	23%
ESL Mixed*	172	9%
Business	404	22%
Transitional Studies	207	11%
DSPS	146	8%
Trade Skills	80	4%
Child Development	72	4%
Health Sciences	57	3%
Health Care	48	3%
Older Adults	37	2%
Consumer Arts	29	2%
Other Mixed**	114	6%
Other	50	3%
Total	**1,838**	**100%**

Source: Office of Research, CCSF's New Credit Students; report available online at **http://www.ccsf.cc.ca.us/Services/Planning/**

*Enrolled in ESL and at least one other Noncredit course area.

**Enrolled in at least two different Noncredit departments, but not in ESL.

SECONDARY INDICATORS

3. EOPS and DSP&S Students Served

Numbers and characteristics of EOPS and DSP&S students receiving services.

Extended Opportunity Program and Services (EOPS)

	1998/99	
	Number	**Percent**
Female	911	60.6%
Male	582	38.7%
No Response	11	0.7%
16-19	204	13.6%
20-24	659	43.8%
25-29	208	13.8%
30-34	131	8.7%
35-39	109	7.2%
40-49	138	9.2%
50+	55	3.7%
African American	177	11.8%
American Indian / Native Alaskan	5	0.3%
Asian / Pacific Islander	853	56.7%
Filipino	30	2.0%
Hispanic / Latino	159	10.6%
White	241	16.0%
Other / Unknown	39	2.6%
Total EOPS	**1,504**	**100.0%**

Source: MIS Referential Files 98/99.

Note: Comparable figures prior to 1998/99 are not available; in 1998/99, students who reached the six semester and/or 70 degree-applicable units limit were removed from the EOPS database.

SECONDARY INDICATORS

The numbers below represent students who received DSP&S services.

Disabled Student Programs and Services (DSP&S)

	1994/95	1995/96	1996/97	1997/98	1998/99*
Total DSP&S Served	**1,319**	**1,566**	**2,030**	**2,185**	**2,234**

	1998/99	
	Number	Percent
Female	1,119	50.1%
Male	1,089	48.7%
No Response	26	1.2%
16-19	96	4.3%
20-24	251	11.2%
25-29	260	11.6%
30-34	234	10.5%
35-39	292	13.1%
40-49	545	24.4%
50+	553	24.8%
Unknown	3	0.1%
African American	394	17.6%
American Indian / Native Alaskan	28	1.3%
Asian / Pacific Islander	322	14.4%
Filipino	91	4.1%
Hispanic / Latino	293	13.1%
White	929	41.6%
Other / Unknown	177	7.9%
Total DSP&S	**2,234**	**100.0%**

Source: CCSF DSP&S Office 94/95-97/98; MIS Referential Files 98/99.

*For 1998/99, DSP&S reported 2,341 as the number of students served. DSP&S and the Office of Research are working to determine the source of the discrepancy. The 1997/98 figure reported by the DSP&S Office is an approximate figure.

4. Financial Aid Awards and Recipients

Numbers and characteristics of students receiving all types of financial aid and scholarships. City College of San Francisco awarded over 12 million dollars in financial aid during the 1998/99 fiscal year. In addition, over $400,000 in scholarships was distributed.

Financial Aid Awards

Fund Name	1994/95	1995/96	1996/97	1997/98	1998/99	Number of 98/99 Awards*
CREDIT						
Pell Grant	$5,739,872	$5,271,461	$5,337,906	$5,546,373	$6,087,579	3,249
F.S.E.O.G.	854,143	801,471	859,147	858,760	656,202	1,661
Federal Work Study	584,795	572,378	657,167	632,026	623,571	414
Perkins Loan	395,070	567,690	462,369	594,804	512,864	415
Cal Grant B	462,603	347,169	321,572	365,334	366,102	306
Cal Grant C	9,543	9,875	5,169	4,440	9,015	24
Stafford Loan	917,137	1,135,756	1,474,757	1,481,221	1,231,747	471
Stafford Loan-unsub.	172,281	543,563	909,367	1,057,397	852,861	315
BOGG C-015	1,100,069	1,299,290	1,292,937	160,699	1,297,137	4,873
BOGG A	290,965	231,660	186,475	239,332	142,250	880
BOGG B	597,755	319,219	259,466	1,255,831	180,670	1,044
Total Credit	**$11,124,233**	**$11,099,532**	**$11,766,332**	**$12,196,217**	**$11,959,997**	**13,652**
NONCREDIT						
Pell Grant	$537,821	$466,568	$304,307	$305,571	$286,963	164
F.S.E.O.G.	57,608	43,207	43,186	41,794	43,050	117
Federal Work Study	20,770	15,725	15,288	17,794	17,927	12
Cal Grant B	9,166	3,878	1,939	705	0	0
Cal Grant C	not available	1,325	1,325	1,060	1,855	4
Total Noncredit	**$625,365**	**$530,703**	**$366,045**	**$366,924**	**$349,795**	**297**

Source: CCSF Financial Aid Office 94/95-96/97; 97/98 unavailable; Office of Research 98/99.

*Unduplicated within a particular fund (e.g., BOGG A is awarded each semester but a student receiving BOGG A awards in multiple semesters for a given academic year is counted only once).

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SECONDARY INDICATORS

Financial Aid Recipients

1998/99	Credit		Noncredit	
	Number	Percent	Number	Percent
Female	3,875	56.6%	117	70.9%
Male	2,734	39.9%	42	25.5%
No Response	240	3.5%	6	3.6%
16-19	1,076	15.7%	12	7.3%
20-24	2,320	33.9%	16	9.7%
25-29	1,103	16.1%	22	13.3%
30-34	654	9.5%	23	13.9%
35-39	521	7.6%	35	21.2%
40-49	654	9.5%	32	19.4%
50+	309	4.5%	25	15.2%
Unknown	212	3.1%	0	0.0%
African American	942	13.8%	12	7.3%
American Indian / Native Alaskan	60	0.9%	0	0.0%
Asian / Pacific Islander	3,025	44.2%	111	67.3%
Hispanic / Latino	844	12.3%	12	7.3%
White	1,418	20.7%	21	12.7%
Other / Unknown	560	8.2%	9	5.5%
SF Unified High Schools	2,390	34.9%	9	5.5%
SF Private High Schools	146	2.1%	0	0.0%
Unidentified SF High Schools	16	0.2%	0	0.0%
San Mateo High Schools	248	3.6%	0	0.0%
Other California High Schools	874	12.8%	1	0.6%
Other U.S. High Schools	744	10.9%	3	1.8%
Outside U.S. High Schools	1,386	20.2%	76	46.1%
Unknown High Schools	1,045	15.3%	76	46.1%
Total Credit Financial Aid	**6,849**	**100.0%**	**165**	**100.0%**

Source: Office of Research, Credit Unduplicated and Noncredit Unduplicated.

SECONDARY INDICATORS

Scholarships Awarded

	1994/95	1995/96	1996/97	1997/98	1998/99
Monies Awarded					
Community & Memorial Scholarships	$106,174	$83,755	$258,975	$233,912	$66,082
Organizational Scholarships	$8,550	$9,210	$8,290	$10,400	$15,867
Departmental Scholarships	$138,400	$139,067	$185,919	$144,803	$143,304
Independent Scholarships	$50,478	$38,970	$36,305	$24,683	$211,652
John Adams Campus Scholarships	$1,150	$9,000	$9,700	$750	not available
Total Monies Awarded	**$304,752**	**$280,002**	**$499,819**	**$414,548**	**$436,905**
Number of Awards					
Community & Memorial Scholarships	136	141	131	213	187
Organizational Scholarships	46	50	38	43	63
Departmental Scholarships	294	186	243	295	281
Independent Scholarships	60	49	35	42	87
John Adams Campus Scholarships	5	8	11	5	not available
Total Number of Awards	**541**	**434**	**458**	**598**	**618**

Source: CCSF Scholarship Office.

Note: Not all scholarships are channeled through the Scholarship Office, therefore the number of scholarships awarded to CCSF students may be higher than is reported above.

Funding Sources as follows:
Community & Memorial Scholarships are awarded by the CCSF Scholarship Committee;
Organizational Scholarships by CCSF organizations;
Departmental Scholarships by academic departments;
Independent Scholarships by philanthropic or unaffiliated organizations;
John Adams Campus Scholarships are awarded to Noncredit students

5. Basic Skills and ESL Enrollments

Total numbers of students enrolled in basic skills and ESL courses.

Basic Skills Course Enrollment

Fall 1998	Course Enrollment	Number of Sections
Business Math (G, H, J)	374	12
Chemistry (C)	70	3
DSP&S (M,O,P,S)	125	4
English (90,92,K,L,S,T,W)	1,316	41
ESL (22, 32, 42, 44, 46, 48)	867	35
Guidance (G, R)	155	8
Learning Assistance (P, T)	5,396	8
Mathematics (E, S)	884	21
Total	**9,187**	**132**

Source: MIS Referential Files, duplicated.

ESL Student Enrollment	Fall Terms				
	1994	1995	1996	1997	1998
Credit	4,227	4,106	4,020	3,884	3,799
Noncredit	17,125	18,350	19,214	19,115	19,082
Combined* Credit & Noncredit	20,058	21,006	21,602	21,408	20,840

Source: Office of Research, School Profiles, 1999, ESL Profiles, 1999, *Unduplicated.
Reports available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/presl.pdf and http://www.ccsf.cc.ca.us/Services/Planning/planning/esl.pdf***

For more information on Basic Skills and ESL students, see also the following reports CCSF's New Credit Students: Educational Origins, Persistence and Success and Progress and Success of English, ESL and Mathematics Students at http://www.ccsf.cc.ca.us/Services/Planning/planning/credit.pdf and http://www.ccsf.cc.ca.us/Services/Planning/planning/outcomes.pdf

SECONDARY INDICATORS

6. International Student Enrollment

Total number of international students* enrolled at the college.

International Students

	Fall Terms					
	1993	**1994**	**1995**	**1996**	**1997**	**1998**
Total	495	631	694	859	not available	1,042

	Fall 1998	
Region of Origin	**Number**	**Percent**
East Asia	559	53.6%
Southeast Asia	194	18.6%
Europe	97	9.3%
South America	29	2.8%
Middle East	22	2.1%
Old Soviet Union	13	1.2%
Africa	13	1.2%
Central America	11	1.1%
Eastern Europe	10	1.0%
Pacific Ocean	6	0.6%
North America	6	0.6%
North Africa	5	0.5%
Carribean	2	0.2%
Other/No Response	75	7.2%
Total	**1,042**	**100.0%**

Country of Origin	*Fall 1998*
for Asian Regions	*Number*
Japan	*273*
Hong Kong	*104*
China	*75*
Taiwan	*62*
Other E. Asia	*45*
Korea	*69*
Indonesia	*57*
Other SE Asia	*68*
Total Asia	***753***

Source: ISIS IUT-15 Report, International Students, Fall 1993 - Fall 1996 (Census Wk 1); Fall 1997 currently unavailable; Office of Research Fall 1998.

*The numbers reported above only represent Credit students with F-1 Visas.

To see Country of Origin for all Fall 1998 F1-Visa students, go to
http://www.ccsf.cc.ca.us/Services/Planning/planning/f1visa99.pdf

SECONDARY INDICATORS

7. Enrollments by Zip Code

Number of students attending CCSF from outside the city and county of San Francisco.
Students who attend City College reside in San Francisco, San Mateo and Alameda counties.

Fall 1997	Credit #	Credit %	Noncredit #	Noncredit %
94102 North of Market	763	2.6%	1,503	4.6%
94103 SOMA - West	623	2.2%	1,233	3.7%
94107 Potrero	372	1.3%	396	1.2%
94108 Chinatown	385	1.3%	991	3.0%
94109 Civic Center	1,407	4.9%	2,564	7.8%
94110 Mission	2,370	8.2%	4,583	13.9%
94112 Ingleside	3,137	10.9%	2,837	8.6%
94114 Twin Peaks	958	3.3%	432	1.3%
94115 Western Addition	751	2.6%	984	3.0%
94116 Parkside	1,671	5.8%	1,478	4.5%
94117 Haight / Ashbury	1,450	5.0%	1,410	4.3%
94118 Richmond	1,095	3.8%	1,506	4.6%
94121 Outer Richmond	1,513	5.2%	1,927	5.8%
94122 Sunset	2,177	7.5%	1,962	5.9%
94123 MarinAshbury	296	1.0%	215	0.7%
94124 Bayview	815	2.8%	1,194	3.6%
94127 Mt. Davidson	542	1.9%	343	1.0%
94131 Diamond Heights	737	2.6%	591	1.8%
94132 Stonestown	842	2.9%	592	1.8%
94133 North Beach	689	2.4%	2,326	7.0%
94134 Visitation Valley	1,264	4.4%	1,434	4.3%
941xx Other SF	295	1.0%	380	1.2%
Total San Francisco	**24,152**	**83.7%**	**30,881**	**93.5%**
94014 Colma/San Bruno (SM)	877	3.0%	433	1.3%
94015 Daly City (San Mateo)	884	3.1%	344	1.0%
94080 South SF (San Mateo)	309	1.1%	116	0.4%
940xx San Mateo	601	2.1%	294	0.9%
944xx San Mateo	99	0.3%	48	0.1%
Total San Mateo	**2,770**	**9.6%**	**1,235**	**3.7%**
945xx Alameda	523	1.8%	314	1.0%
946xx Alameda	464	1.6%	183	0.6%
947xx Alameda	194	0.7%	58	0.2%
Total Alameda	**1,181**	**4.1%**	**555**	**1.7%**
948xx Contra Costa	141	0.5%	78	0.2%
949xx Marin	204	0.7%	138	0.4%
Total Outside SF	**4,296**	**14.9%**	**2,006**	**6.1%**
xxxxx Undeclared / Other Zip	364	1.3%	129	0.4%

Source: Office of Research, Campus Profiles Report; report available online at
http://www.ccsf.cc.ca.us/Services/Planning/planning/profile.pdf

Note: Fall 1997 data was used as Fall 1998 zip code information is currently unreliable.

CHAPTER TWO

STUDENT SUCCESS

PROMOTE STUDENT SUCCESS IN ACHIEVEMENT OF EDUCATIONAL GOALS

The college is a learner-centered environment which develops and encourages the essential learning skills and relevant knowledge students need to achieve their educational goals. These goals include earning an associate degree, transferring to a baccalaureate institution, learning career skills, English As A Second Language instruction and other adult educational goals.

The primary indication of student success is the numbers of students achieving their educational goals.

Data collection on the following items is still in progress:

Noncredit Student Retention

License Examinees

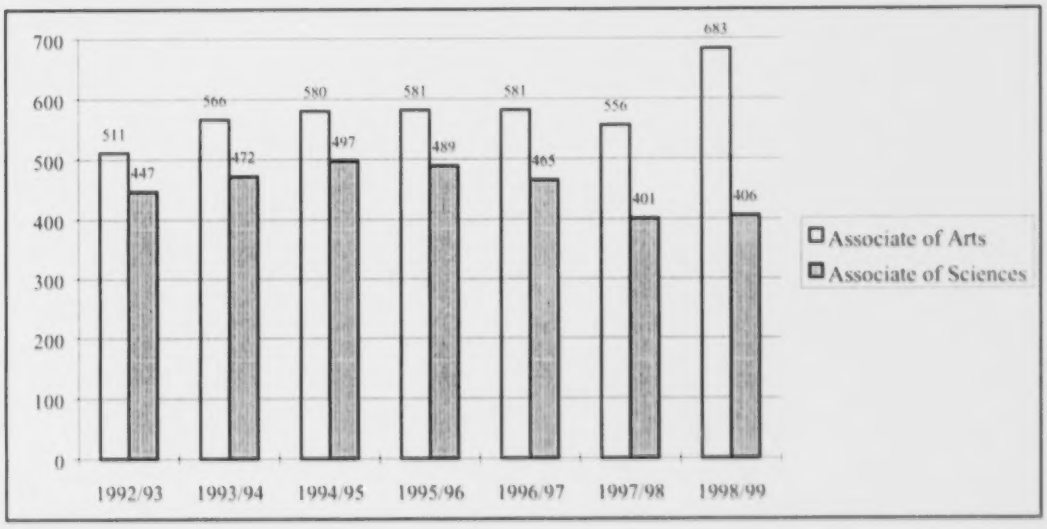
PRIMARY INDICATORS

1. Degrees, Certificates and Awards

Numbers and characteristics of students receiving AA/AS degrees, certificates of completion, and awards of achievement in semi-professional programs.

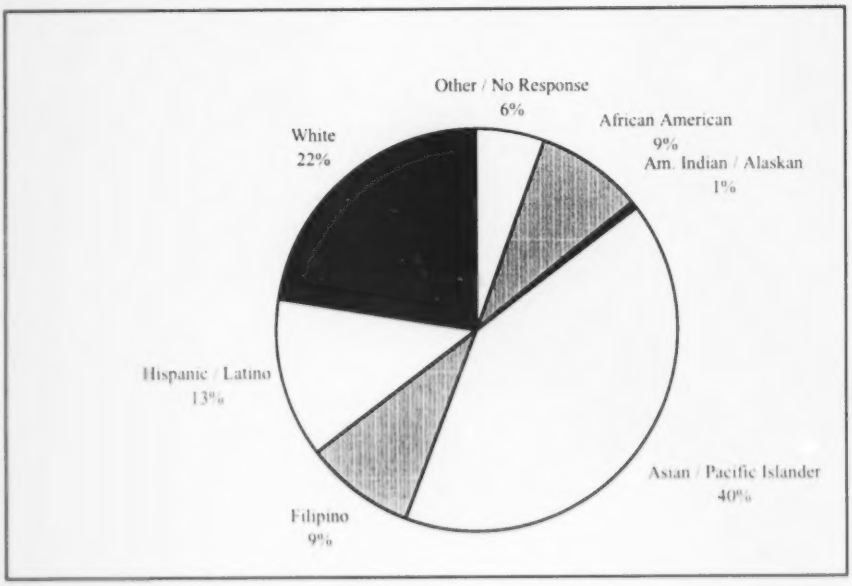
Associate Degrees Awarded

Academic Year	Total Degrees Awarded
1992 / 93	958
1993 / 94	1,038
1994 / 95	1,077
1995 / 96	1,070
1996 / 97	1,046
1997 / 98	957
1998 / 99	1,069



Source: CCSF Office of Admissions and Records, 98/99 State MIS.

Associate Degrees Awarded by Ethnicity for 1996/97



Source: CPEC 1996/97 Degrees by Discipline Report.

PRIMARY INDICATORS

Certificates Awarded

The numbers recorded below represent certificates which are reported to the Provost's Office. Some departments and programs do not report their awards and certificates to the Provost's Office; consequently, these numbers are not included in state MIS reports. The college is currently working on a uniform reporting system for certificates and awards that will correct this problem.*

	Number of Certificates
1995/96	592
1996/97	562
1997/98	734
1998/99	856

Source: CCSF Admissions & Records Office, 98/99 State MIS.

*In addition, the number of Associates Degrees and the number of Certificates of Completion awarded at CCSF for each of these years is currently under review. Figures for CCSF from the State Chancellor's Office (included in the PFE Fact Book) for both degrees and certificates during this time period are known to be significantly inaccurate. It is likely that approximately 100 additional certificates were issued in 1995-96 and 1996-97 in addition to those reported here. As the certificate and degree reporting problems are resolved, updated figures for these measures will be published by the CCSF Office of Research, Planning & Grants, and the updated figures will be resubmitted to the State Chancellor's Office.

State Ranking for Degrees and Certificates

1996/97		Gender and Ethnicity for Combined Degrees and Certificates										
	Total Degrees and Certificates*	Female	Male	Amer. Indian	Asian/ Pacific Islander	African Amer.	Filipino	Hispanic / Latino	White	Other	Un-known
Number	**1,774**	1,155	605	8	631	157	193	238	450	12	85
State Ranking	**7th**	3rd	11th	41st	1st	11th	2nd	18th	44th	39th	14th

Source: California Community Colleges State Chancellor's Office, Report of Transfers and Degrees and Certificates Awarded 1996-97.

*Due to reporting errors, the Total Degrees and Certificates figure here may be too high by approximately 70.

2. Transfers

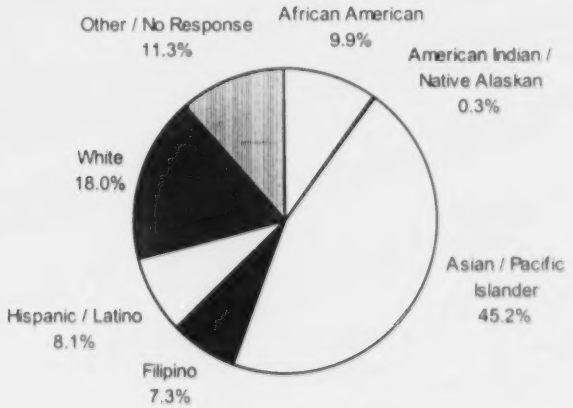
Numbers and characteristics of students transferring to baccalaureate institutions.

California State University

The numbers of students transferring to the CSU system are highlighted below. Efforts to increase our transfer numbers are outlined in the college's Transfer Enhancement Plan.

	1993/94	1994/95	1995/96	1996/97*	1997/98
African American	80	91	93	*74*	*n/a*
American Indian / Native Alaskan	4	9	4	*2*	*n/a*
Asian / Pacific Islander	512	645	595	*336*	*n/a*
Filipino	56	85	93	*54*	*n/a*
Hispanic / Latino	103	121	117	*60*	*n/a*
White	191	222	204	*134*	*n/a*
Other / No Response	186	154	196	*84*	*n/a*
Total Transfers to CSU	**1,132**	**1,327**	**1,302**	**1,231**	**996**

Transfers to CSU by Ethnicity, Fall 1996



Source: CPEC Student Profiles through 1996/97, CCCCO Partnership for Excellence 1997/98.

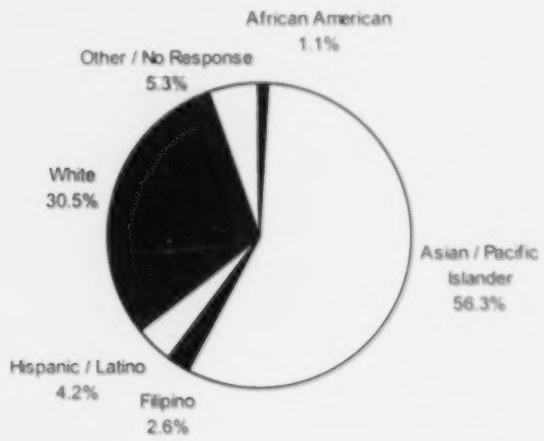
*1996/97 ethnic breakout includes fall transfers only; only the total was available as a full year figure at time of publication.

PRIMARY INDICATORS

University of California
The numbers of students transferring to the UC system are highlighted in the table below. Efforts to increase our transfer numbers are outlined in the college's Transfer Enhancement Plan.

	1993/94	1994/95	1995/96	1996/97*	1997/98
African American	4	6	10	*2*	*n/a*
American Indian / Native Alaskan	3	1	2	*0*	*n/a*
Asian / Pacific Islander	132	132	120	*107*	*n/a*
Filipino	12	5	5	*5*	*n/a*
Hispanic / Latino	15	22	20	*8*	*n/a*
White	81	73	69	*58*	*n/a*
Other / No Response	22	16	25	*10*	*n/a*
Total Transfer to UC	**269**	**255**	**251**	**239**	**241**

Transfers to UC by Ethnicity, Fall 1996



Source: CPEC Student Profiles through 1996/97, CCCCO Partnership for Excellence Factbook 1997/98.

*1996/97 ethnic breakout includes fall transfers only; only the total was available as a full year figure at time of publication.

3. Noncredit Exit Tests

Numbers and characteristics of students in noncredit programs passing a program exit test. For the indicator, the college currently collects figures on Noncredit ESL students.

ESL Level 2 Reading

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	351	154	43.9%	435	213	49.0%	435	221	50.8%
Chinatown	394	118	29.9%	380	152	40.0%	373	120	32.2%
Downtown	145	80	55.2%	147	85	57.8%	153	88	57.5%
John Adams	203	126	62.1%	207	108	52.2%	233	128	54.9%
Mission	233	156	67.0%	290	189	65.2%	243	156	64.2%
Southeast	9	3	33.3%	7	6	85.7%	0	0	n/a
Total	**1335**	**637**	**47.7%**	**1466**	**753**	**51.4%**	**1437**	**713**	**49.6%**

ESL Level 2 Listening

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	353	199	56.4%	441	240	54.4%	437	258	59.0%
Chinatown	397	133	33.5%	344	135	39.2%	372	127	34.1%
Downtown	144	65	45.1%	147	94	63.9%	156	106	67.9%
John Adams	211	118	55.9%	208	129	62.0%	238	163	68.5%
Mission	220	163	74.1%	294	199	67.7%	229	181	79.0%
Southeast	6	1	16.7%	9	3	33.3%	0	0	n/a
Total	**1331**	**679**	**51.0%**	**1443**	**800**	**55.4%**	**1432**	**835**	**58.3%**

Source: CCSF Assessment Resource Instructor, Non-Credit ESL Promotion Testing: Fall 1998 Summary Statistics.

Levels 4 and 6 continued on the next page.

PRIMARY INDICATORS

ESL Level 4 Reading

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	312	180	57.7%	331	199	60.1%	274	160	58.4%
Chinatown	278	130	46.8%	301	156	51.8%	261	123	47.1%
Downtown	272	182	66.9%	248	158	63.7%	245	165	67.3%
John Adams	303	210	69.3%	305	234	76.7%	212	162	76.4%
Mission	184	131	71.2%	166	120	72.3%	164	122	74.4%
Southeast	19	10	52.6%	0	0	n/a	0	0	n/a
Total	**1368**	**843**	**61.6%**	**1351**	**867**	**64.2%**	**1156**	**732**	**63.3%**

ESL Level 4 Listening

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	316	155	49.1%	335	180	53.7%	277	138	49.8%
Chinatown	280	85	30.4%	302	110	36.4%	267	87	32.6%
Downtown	272	142	52.2%	249	136	54.6%	243	146	60.1%
John Adams	301	93	30.9%	301	173	57.5%	214	125	58.4%
Mission	172	128	74.4%	160	122	76.3%	161	127	78.9%
Southeast	18	10	55.6%	0	0	n/a	0	0	n/a
Total	**1359**	**613**	**45.1%**	**1347**	**721**	**53.5%**	**1162**	**623**	**53.6%**

ESL Level 6 Reading

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	189	63	33.3%	162	63	38.9%	166	55	33.1%
Chinatown	144	31	21.5%	134	31	23.1%	105	24	22.9%
Downtown	177	61	34.5%	194	75	38.7%	200	62	31.0%
John Adams	181	99	54.7%	149	79	53.0%	123	63	51.2%
Mission	88	51	58.0%	76	46	60.5%	126	66	52.4%
Total	**779**	**305**	**39.2%**	**715**	**294**	**41.1%**	**720**	**270**	**37.5%**

ESL Level 6 Listening

	1996			1997			1998		
	Tested	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**	**Tested**	**Passed**	**% Passed**
Alemany	185	109	58.9%	185	124	67.0%	166	120	72.3%
Chinatown	130	62	47.7%	131	57	43.5%	93	47	50.5%
Downtown	185	123	66.5%	187	125	66.8%	199	125	62.8%
John Adams	159	124	78.0%	159	112	70.4%	115	80	69.6%
Mission	88	67	76.1%	76	61	80.3%	124	98	79.0%
Total	**747**	**485**	**64.9%**	**738**	**479**	**64.9%**	**697**	**470**	**67.4%**

SECONDARY INDICATORS

1. Course Completion

Percentage of credit students successfully completing a course with a "C" or above within the semester.

	1995/96	1996/97	1997/98
Overall Course Completion	**69.0%**	**68.8%**	**69.4%**
Transferable Courses	70.0%	69.8%	70.5%
Vocational Courses	76.5%	75.2%	71.5%
Basic Skills Courses	58.7%	55.7%	56.1%

Source: CCCCO Partnership for Excellence Factbook.

The State Chancellor's Office defines Successful Course Completion as follows:
"The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of **A, B, C, or CR divided by** attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of **A, B, C, CR, D, NC, F, I, W, and MW**."

2. Noncredit Student Retention

Percentage of noncredit students retained in a class to the end of the semester.

IN PROGRESS.

SECONDARY INDICATORS

3. Persistence of First-time Students

Percentage of new first-time community college students persisting from semester to semester / year to year.

	Fall Terms		
	1995	1996	1997
Students in Initial Cohort	3,966	4,286	3,946
% Persisting to following Spring Term	54.74%	61.62%	64.85%
% Persisting to following Fall Term	49.50%	47.74%	51.32%

Source: Office of Research.

4. Persistence of All Students

Percentage of students persisting from semester to semester / year to year.

	Fall Terms		
	1995	1996	1997
Students in Initial Cohort	27,173	28,630	28,804
% Persisting to following Spring Term	59.51%	63.90%	64.41%
% Persisting to following Fall Term	48.89%	46.38%	46.98%

Source: Office of Research.

SECONDARY INDICATORS

5. GED Examinees

Numbers, characteristics and percentages of students annually passing the GED examination.

A total of 1,202 people took a GED exam in 1998 (Jan.1 - Dec. 31). Each examinee takes five subtests (Literature, Mathematics, Science, Social Studies, and Writing) and attends at least four testing sessions. Of the examinees, **679** qualified for a GED certificate*. In 1996, 57.5% of GED examinees stated that they took the GED to continue their education at the college level or in a training program.

	1993	1994	1995	1996	1997	1998
Total GED Examinees	**1,489**	**1,528**	**1,482**	**1,260**	***n/a***	**1,202**
Total Qualifying for GED	***n/a***	***n/a***	***n/a***	***n/a***	***n/a***	**679**

	1998	
	Number	**Percent**
17-21	530	44.1%
22-27	294	24.5%
28-33	167	13.9%
34-39	109	9.1%
40-44	45	3.7%
45-49	37	3.1%
50+	20	1.7%
Total 1998 GED Examinees	**1,202**	**100.0%**

Source: CCSF GED Office, 1997 data unavailable.

*Examinees who did not receive a certificate in 1998 may not have completed the entire GED testing process during that year.

6. License Examinees

Numbers, characteristics and percentages of students (by program) annually passing license examinations.

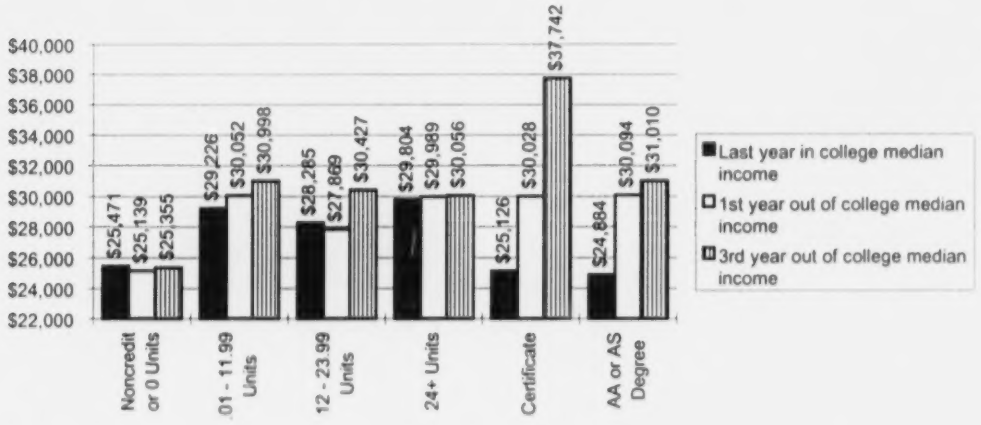
IN PROGRESS.

SECONDARY INDICATORS

7. Student Earnings

Level of compensation for CCSF students exiting selected programs after one year and three years in the workforce. Generally, wages reported for CCSF students are lower than state community college averages ($27,645 for CCSF versus $29,774 statewide the 3rd year out of school). According to the Bureau of Economic Analysis, in 1996, San Francisco had a per capita income ($39,249) substantially greater than the statewide average ($25,368).

Wages of CCSF Students by Unit's Completed: 1992/93 Cohort



	Last year in college	1st year out of college	3rd year out of college
Earnings of CCSF Students by Educational Attainment			
All Students	$27,243	$27,314	$27,645
Noncredit or 0 Units	$25,471	$25,139	$25,355
.01 - 11.99 Units	$29,226	$30,052	$30,998
12 - 23.99 Units	$28,285	$27,869	$30,427
24+ Units	$29,804	$29,989	$30,056
Certificate	$25,126	$30,028	$37,742
AA or AS Degree	$24,884	$30,094	$31,010
Earnings of CCSF Students by Vocational Exposure			
No Vocational Coursework	$26,710	$26,925	$26,490
3-11.99 Units Vocational Coursework	$29,736	$31,436	$32,360
12 or more Units Vocational Coursework	$26,797	$28,676	$30,226

Source: Office of Research, 1998 Earnings Report on Students Leaving CCSF in the 1992/93 Academic Year; report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/earning.pdf***

Note: Figures exclude earnings for students who transferred to CSU or a California Community College (transfers to UC, independents, or out of state colleges could not be omitted at this time). Figures include former students who worked four quarters during the year reported, earned wages in excess of $12,875, and had wages reported in the state Unemployment Insurance (UI) system. The UI system does not include information on the self-employed, federally employed, military employees, out of state employees, or the unemployed.

CHAPTER THREE

STUDENT AND EMPLOYEE SATISFACTION

IMPROVE SATISFACTION WITH COLLEGE SERVICES

All students should receive educational services of the highest quality, and faculty, staff and administration should be able to rely upon the most efficient and effective college operations to fulfill their professional commitments to providing those services. College operations and services will rely upon a collegewide program review system as well as quality improvement processes to ensure that all students and CCSF employees receive the most reliable and efficient possible services.

Students and CCSF employees comprise the major groups that use college services. Indicators of how well the college provides services will rely upon satisfaction surveys developed collaboratively, primarily through the program review process. The Office of Research is currently working on a number of survey instruments which will do the following: provide updated and uniform information for each of the services, and provide new information for the areas listed "in progress."

The following items are currently in progress:

Percentage of CCSF employees indicating satisfaction with college services.

Percentage of students satisfied with scheduling and availability of classes.

Numbers and types of formal grievances filed by students annually and upheld by the student grievance system.

PRIMARY INDICATORS

1. Student Satisfaction with Instruction and Student Services

Percentage of students surveyed indicating satisfaction with college instruction and student support services

Instructional Survey
The responses below were collected over three Spring semesters (1995-1997) for use in departmental Program Reviews. The first seven questions were marked on a scale of 1 (poor) to 8 (excellent). Overall, students rated instruction at City College high with an overall average (mean) response of 6.76.

Question		Mean Response
Educational goals:	Encouragement from instructors in this department for students to complete their educational goals. *(1-8)*	6.58
Facilities:	Classroom facilities in this department. *(1-8)*	5.90
Office hours:	Availability of instructors in this department during office hours. *(1-8)*	6.64
Instructional quality:	Overall quality of instruction in this department. *(1-8)*	6.99
Respect for students:	Respect for students is encouraged in this department. *(1-8)*	7.04
Instructors expertise:	Subject area knowledge of instructors in this department *(1-8)*	7.35
Expression of views:	Encouragement from instructors for students to express viewpoints. *(1-8)*	6.82
Average of all questions on 1-8 scale		**6.76**
Academic expectation:	Instructors in this department have academic expectations of students that are *1) Too hard, 2) About right, 3) Too easy.*	1.98
Informed of progress:	Instructors in this department keep students informed about how well students are doing: *1) Agree, 0) Disagree.* Thus, the following percentage indicates the number of students who agree that instructors keep students informed..	89.11%

Source: Office of Research What Students Think of City College of San Francisco, report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/think.pdf***

Breakouts by School and Department are available in the report referenced above.

PRIMARY INDICATORS

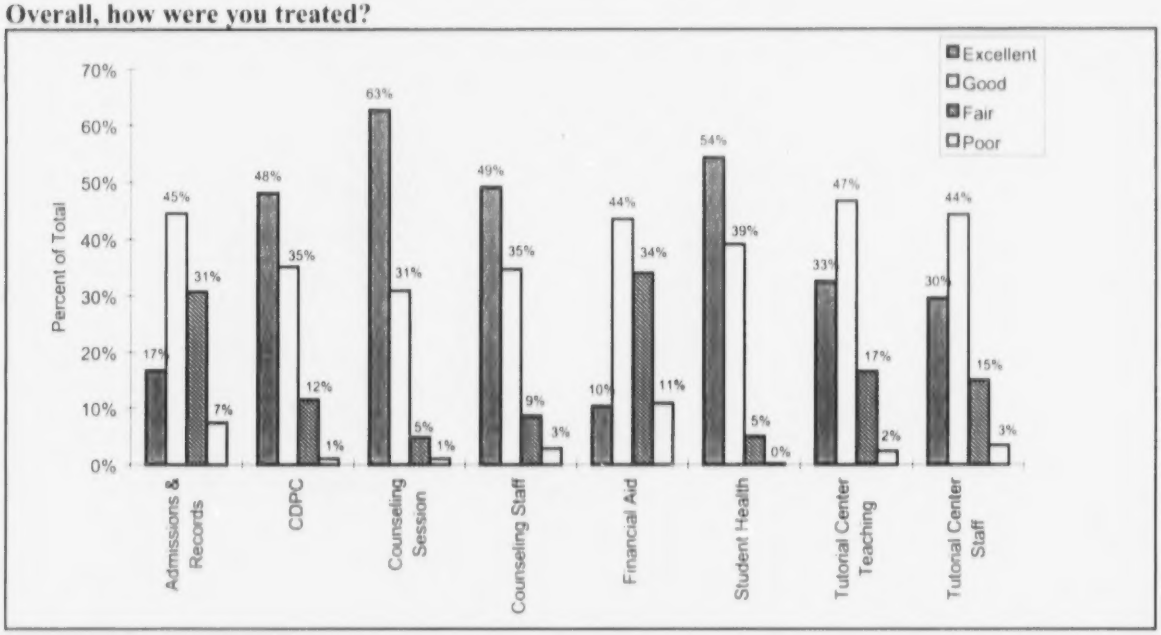
Student Services Surveys

The following student services had student satisfaction surveys administered for Program Review:

- Admissions and Records (1994)
- Financial Aid (1994)
- Counseling (1999)
- Career Development and Placement Center (CDPC) (1995)
- Learning Assistance (included in the Instructional Survey aggregate)
- Student Health (1995)
- Tutorial Center (1995-96)

On average, 36% of students gave student services an excellent rating and 40% gave them a good rating. The Office of Research is working on collecting more current and uniform information on satisfaction with student services.

Overall, how were you treated?



Source: Office of Research, hardcopy reports available on site.

Note: The Counseling survey contained two "overall" questions rather than one—
"Overall, how helpful was your counseling session?" and
"Overall, how were you treated by the clerical / counter staff?"
Similarly, the Tutorial Center survey broke out tutor's teaching ability and treatment by staff.

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PRIMARY INDICATORS

In addition, the following **programs** have collected information on the satisfaction of students served, also administered through the Office of Research for the purposes of Program Review:

- African American Achievement Program-- AAAP (1996)
- African American Retention Program—AARP (1996)
- Disabled Students Programs and Services-- DSP&S (1997)
- Extended Opportunity Programs and Services-- EOPS (1996)
- Institute for International Students (1995)
- International Student Services—IS (1996)
- Latino Retention Program-- LRP (1996)
- Puente Project (included in the Instructional Survey aggregate)
- Student Activities and Leadership Programs (1996)

Two thirds (67%) of the students surveyed for **AAAP** gave the English and Counseling components of the program the highest rating of 8 or excellent. Similarly, almost 69% of the students surveyed gave the overall quality of instruction in AAAP an excellent rating.

Students responding to the survey for **AARP** gave the program high marks. Almost 77% of the AARP students said that the instructors in the program encouraged them to complete their educational goals (5 or excellent). The ratings for AARP Counseling services were 58% "excellent."

Of **DSP&S** students responding, 72% rated the teaching quality as excellent. The same percentage said that instructors encouraged them to achieve their educational goals.

Many students rated the **EOPS** orientation as excellent (33% on a 4-point scale) or good (41%). Regarding "overall treatment", 27% gave EOPS an excellent rating and 45% gave it a good rating. 41% said Counseling was excellent in providing useful major or career information.

Of **International Institute** students surveyed, 17% rated the instructional quality as very good or A, 21% rated it as good or B, 58% average or C. Ratings for the overall quality of the program were very similar to those for instruction.

Students responding to the **International Student Services** survey gave both Counseling and Admissions low ratings. Four percent felt that their educational planning session was excellent, 23% felt it was good. Similarly, 6% rated admissions as excellent, 34% as good.

Students responding to the **LRP** survey were most satisfied with the encouragement they receive from LRP instructors (56% gave it a 5 or excellent). Regarding LRP Counseling, 36% of students gave it an excellent rating.

Students responding to the **Student Activities** survey felt that they were being affected in an "extremely positive" way in the following areas: leadership skills (44%) and willingness to help other students (41%). Faculty advisors generally rated the benefit to students more highly than the students themselves did.

Source: Office of Research, hardcopy reports available on site.

SECONDARY INDICATORS

2. Satisfaction with Learning Environment

Percentage of students / CCSF employees indicating satisfaction with college learning environments (e.g., campus climate; facilities; access to technology; etc.).

Classroom Facilities
Students rated their classroom facilities on the Instructional Survey (see Primary Indicator 1 in this section). Student, on average, rated classroom facilities at 5.90, with 1 being the lowest rating and 8 being highest.

Source: Office of Research What Students Think of City College of San Francisco, report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/think.pdf***

Library and Learning Resource Center
Satisfaction with services is generally high. Even the adequacy of the library operating hours were rated by 68% of respondents as "excellent" or "good." However, 21.2% of written comments identified a need for expanded hours. The overwhelming majority of written comments were complimentary, noting the comfort and cleanliness of the physical facilities. (Primarily referring to the Rosenburg facility.) Areas of dissatisfaction included too much noise at times (17%), collection inadequacies (14%), and lack of study space (8%). Of faculty respondents, 79% felt that their discipline is well served by the library.

Source: Office of Research, hardcopy reports available on site.

Sexual Harrassment
Respondents were asked if they had direct experience with a specific list of inappropriate behaviors exhibited by other students, instructors or other college employees and 10% indicated they had such experiences.

Source: Office of Research Sexual Harrassment Student Opinion Survey report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/survey.htm***

Technology
In 1997, instructional faculty were surveyed on the use of information technology for instruction and the perceived benefits. Enjoyment of teaching (32%), access to new resources (29%), and creativity (28%) were frequently rated very high (5 on a 5-point scale). These figures are even higher for advanced users indicating that the more adept faculty are at using instructional technology, the more benefits they receive from using it.

Source: Office of Research, Technology Survey report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/techsurv.htm***

CHAPTER FOUR

WORKPLACE ENVIRONMENT

PROMOTE A SUPPORTIVE AND POSITIVE WORKPLACE

To better serve our students and communities, CCSF will promote a supportive work environment which fosters collaboration and communication, builds effective staff development programs, ensures healthy working conditions, and strives to be among the most productive and best compensated workforces in the California community college system.

The primary indication that the college is meeting its goal of developing a healthy workplace is the satisfaction of all of its employees. Indicators of employee satisfaction will rely upon surveys developed collaboratively with college organizations. A comprehensive employee survey is currently in draft form.

The following items are currently in progress:

Percentage of CCSF employees indicating satisfaction with college working environments.

Satisfaction ratings of CCSF employees with career ladder opportunities by employee category.

CCSF employee satisfaction ratings with level of collaboration and civility within the college.

Number of workers compensation claims awarded annually.

PRIMARY INDICATOR

1. Employee Satisfaction with Working Environment

Percentage of CCSF employees indicating satisfaction with college working environments. Currently, minimal information is available for this indicator.

Technology

In 1997, CCSF employees (faculty, staff and administrators) identified a number of key difficulties and problems in using computers. The following were identified as "major problems":

- lack of sufficient funding for purchase and upgrades of hardware (44%) & software (39%)
- network access/connection (26%)
- equipment set-up/connection (24%)
- lack of technical assistance and user support (21%)
- adequate training (19%)

Despite increased use of technology, only 22% of CCSF employees feel their computer expertise "completely" matches their job requirements. Two-thirds indicate their skills "generally" or "somewhat" match their job needs or requirements.

Source: Office of Research, Technology Survey report available online at ***http://www.ccsf.cc.ca.us/Services/Planning/planning/techsurv.htm***

SECONDARY INDICATORS

1. Employee Grievances

Numbers of formal grievances filed by CCSF employees and resolved by the college.

	1994/95	1995/96	1996/97	1997/98	1998/99
Grievances Filed	11	11	24	15	28
Grievances Resolved Prior to Arbitration	11	11	24	13	28
Grievances Pursued to Arbitration	0	0	0	0	0
Grievances Still in Process	0	0	0	0	0

Source: Employee Relations Office, memo dated 11/16/99.

Note: For definitions of "formal grievance" refer to AFT and SEIU guidelines respectively.

2. Rank Among Bay 10

Rank of the college among Bay 10 community college districts in salary and fringe benefits. Median salaries for certificated employees are well above the median salaries for the combined Bay 10 college districts.* SFCCD is also well about the Bay 10 median for all major classifications for classified salaries.

Source: Employee Relations Office, memos dated 8/6/99 and 8/26/98 respectively.

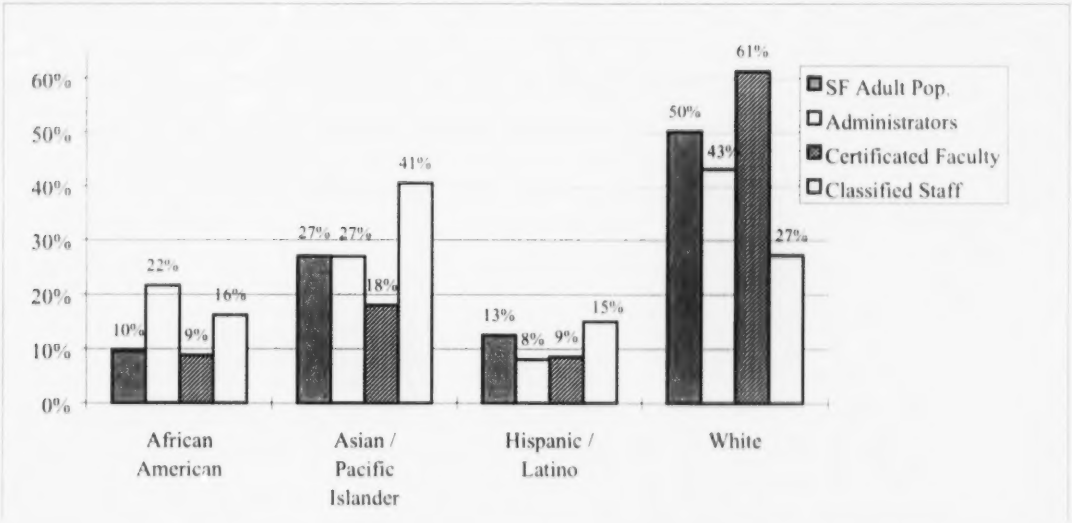
*Bay 10 college districts include Chabot-Las Positas, Contra Costa, Foothill-DeAnza, Fremont, Marin, Peralta, San Jose-Evergreen, San Mateo County, West Valley-Mission, as well as San Francisco CCD.

SECONDARY INDICATORS

3. Employee Demographics

Numbers and characteristics of administrators, faculty and staff compared to the adult population in the 30 mile radius of the city and county of San Francisco.

	SF Adult Population	Administrators	Fall 1997 Certificated Faculty	Classified Staff
Female	50.2%	48.6%	53.3%	57.5%
Male	49.8%	51.4%	46.7%	42.5%
African American	9.7%	21.6%	8.8%	16.2%
American Indian / Alaskan	0.5%	0.0%	0.7%	0.3%
Asian / Pacific Islander *	27.1%	21.6%	15.9%	29.2%
Filipino *	*n/a*	5.4%	2.1%	11.4%
Hispanic / Latino	12.5%	8.1%	8.6%	15.0%
Other Non-White / No Response	*n/a*	0.0%	2.6%	0.6%
White	50.2%	43.2%	61.3%	27.2%



Source: U.S. Census Data, 1990 Population (San Francisco, CA PMSA); MIS Full-term Reporting (FTR).

Note: Faculty includes Counselors, Librarians, Nurses and other Certificated.

*Filipinos are included in the Asian/PI category in the Census data.

Administrator Demographics

SECONDARY INDICATORS

	Fall Terms						
	1992	1993	1994	1995	1996	1997	% F97
Administators Total	**48**	**39**	**38**	**42**	**37**	**37**	**100.0%**
African American	11	6	6	7	8	8	21.6%
Am. Indian/Alaskan	0	0	0	0	0	0	0.0%
Asian/Pacific Islander	11	9	9	10	8	8	21.6%
Filipino	2	2	2	2	2	2	5.4%
Hispanic/Latino	6	5	5	5	3	3	8.1%
Other/no response	0	0	0	0	0	0	0.0%
White	18	17	16	18	16	16	43.2%
Under 30	2	1	1	0	0	0	0.0%
30-34	1	1	0	0	0	0	0.0%
35-39	2	3	2	2	2	1	2.7%
40-44	10	4	5	5	3	2	5.4%
45-49	12	13	13	11	10	9	24.3%
50-54	9	4	6	10	10	11	29.7%
55-59	10	11	10	8	6	7	18.9%
Over 60	2	1	2	6	6	7	18.9%
Female	*n/a*	*n/a*	*n/a*	20	19	18	48.6%
Male	*n/a*	*n/a*	*n/a*	22	18	19	51.4%

Source: CCSF Human Resources Office.

SECONDARY INDICATORS

Faculty Demographics

	Fall Terms						
	1992	1993	1994	1995	1996	1997	% F97
Certificated Faculty Total	**1,791**	**1,637**	**1,667**	**1,690**	**1,690**	**1,593**	**100.0%**
Full Time	787	736	736	720	725	721	45.3%
Part Time	1,004	901	931	970	965	872	54.7%
African American	154	142	145	156	152	140	8.8%
Am. Indian/Alaskan	21	23	23	17	15	11	0.7%
Asian/Pacific Islander	256	254	257	261	268	254	15.9%
Filipino	30	32	33	34	35	33	2.1%
Hispanic/Latino	146	131	134	129	139	137	8.6%
Other/no response	0	0	0	54	46	41	2.6%
White	1,184	1,055	1,075	1,039	1,035	977	61.3%
Under 30	29	24	20	21	18	8	0.5%
30-34	95	77	66	70	62	49	3.1%
35-39	194	143	140	146	141	116	7.3%
40-44	320	270	257	238	214	184	11.6%
45-49	366	340	336	348	343	308	19.3%
50-54	330	343	353	366	375	358	22.5%
55-59	220	231	250	246	272	295	18.5%
Over 60	239	212	231	257	265	275	17.3%
Female	903	*827*	*840*	869	884	849	53.3%
Male	888	*805*	*794*	821	806	744	46.7%
Unknown		*5*	*33*				
Full Time Faculty							
African American	69	70	70	68	68	66	9.2%
Am. Indian/Alaskan	15	14	14	11	10	8	1.1%
Asian/Pacific Islander	113	113	113	116	119	116	16.1%
Filipino	12	15	16	16	17	17	2.4%
Hispanic/Latino	69	62	62	64	63	67	9.3%
Other/no response	0	0	0	7	7	8	1.1%
White	509	462	461	438	441	439	60.9%
Under 30	5	5	3	3	2	3	0.4%
30-34	29	15	11	13	15	12	1.7%
35-39	54	48	46	45	39	36	5.0%
40-44	126	110	103	90	82	76	10.5%
45-49	172	166	157	140	144	140	19.4%
50-54	163	182	191	186	194	189	26.2%
55-59	118	128	139	138	148	159	22.1%
Over 60	98	78	93	105	101	106	14.7%

Source: CCSF Human Resources Office.

Note: Figures in italics for gender have a report date prior to that for the other demographics and total.

SECONDARY INDICATORS

Staff Demographics

	Fall Terms						
	1992	1993	1994	1995	1996	1997	% F97
Classified Staff Total	**790**	**779**	**738**	**838**	**835**	**771**	**100.0%**
Full time*	509	479	469	489	510	503	65.2%
Part time*	287	275	286	349	325	266	34.5%
African American	133	124	118	141	135	125	16.2%
Am. Indian/Alaskan	1	2	2	3	2	2	0.3%
Asian/Pacific Islander	238	238	233	253	244	225	29.2%
Filipino	85	90	90	95	95	88	11.4%
Hispanic/Latino	114	109	106	128	126	116	15.0%
Other/no response	0	0	1	4	5	5	0.6%
White	219	216	188	214	228	210	27.2%
Under 30	137	117	102	118	121	90	11.7%
30-34	100	91	100	108	94	79	10.2%
35-39	125	107	98	111	103	101	13.1%
40-44	118	119	123	141	134	118	15.3%
45-49	103	102	114	130	130	123	16.0%
50-54	83	84	80	79	90	93	12.1%
55-59	56	59	67	67	80	81	10.5%
Over 60	74	75	71	84	83	84	10.9%
Female	*n/a*	*n/a*	*n/a*	470	479	443	57.5%
Male	*n/a*	*n/a*	*n/a*	368	356	328	42.5%
Full-time classified							
Under 30	40	32	21	22	34	29	5.8%
30-34	55	42	51	48	48	41	8.2%
35-39	77	75	64	71	66	66	13.1%
40-44	91	79	79	86	86	88	17.5%
45-49	80	81	86	89	92	86	17.1%
50-54	67	65	62	62	69	75	14.9%
55-59	46	49	54	55	59	60	11.9%
Over 60	53	56	52	56	56	58	11.5%

Source: CCSF Human Resources Office.

*Figures for full time and part time have a report date prior to that for the other demographics and total.

4. FTE Ratios

Ratios of full-time to part-time faculty and classified FTE staff compared by college, school and departiment. The concept of the Full-time / Part-time ratio was initiated in law through AB1725 in 1988 and appears in Education Code section 87482.6 and in Title 5 section 51025. An ***ideal*** ratio of 75/25 (75% full-time) was stated as a goal, but the requirement that districts must meet is stated in terms of a specific number of full-time faculty and **not** in terms of a ratio. These regulations only speak to full-time faculty teaching Credit classes. There is no regulation pertaining to the number of full-time faculty teaching Noncredit classes.

Full-time Faculty Credit FTE

	1994	1995	1996	1997	1998	1999
Obligation	396.6	386.4	370.0	363.0	477.8	502.8
Actual	436.6	444.5	406.4	407.9	520.4	535.8
% of Credit FTE taught by Full-time Faculty	*	*	**69.5%**	**73.6%**	**70.3%**	**71.7%**

Source: CCSF Human Resources Office

*Ratios for Full-time to Part-time credit faculty were not published during these years.

CHAPTER FIVE

FINANCIAL RESOURCES

MANAGE RESOURCES EFFECTIVELY

To increase the college's fiscal stability and effective management of its resources, CCSF will continue to pursue the highest standards of efficiency in delivery of educational services. The college will also aggressively pursue alternative sources of revenue including grants, alumni support and capital campaigns.

The two primary indications of effective resource management is the capacity of the college to find funds from alternative sources including foundations, corporations and alumni, and the level of efficiency in utilizing institutional resources.

The following items are currently in progress:

Program-Based Funding.

Utilization Rates of Campus Buildings.

PRIMARY INDICATORS

1. Program-Based Funding

State ranking of college by program-based funding categories.

CURRENTLY UNAVAILABLE.

2. Annual Funds Received

Annual amount of funds received from all sources including alternative funding sources.

	1996/97	1997/98	1998/99
Revenues:			
Federal Revenues	$4,247,114	$5,060,911	$4,524,505
State Revenues	73,390,814	78,068,797	89,265,128
Local Revenues	50,350,220	54,899,333	56,927,013
Total Revenues	**127,988,148**	**138,029,041**	**150,716,646**
Expenditures:			
Academic Salaries	67,889,998	67,500,303	72,552,379
Classified Salaries	26,210,657	27,496,572	29,817,446
Employee Benefits	19,381,164	17,807,383	19,219,898
Supplies and Materials	2,342,062	2,720,479	2,971,254
Other Operating Expenses and Services	12,263,157	12,752,970	13,948,491
Capital Outlay	4,358,885	5,015,890	6,622,732
Total Expenditures	**132,445,923**	**133,293,597**	**145,132,200**
Excess/(Deficiency) of Rev over Expend	-4,457,775	4,735,444	5,584,446
Net Other Financial Sources (OutGo)	-2,665,838	-1,390,516	-3,182,090
Net Increase/(Decrease) in Fund Balance	-7,113,613	3,344,928	2,402,356
Beginning Balance:			
Net Beginning Balance, July 1	10,824,489	4,295,847	7,640,775
Prior Year Adjustments	0	0	0
Adjusted Beginning Balance	10,824,489	4,295,847	7,640,775
ENDING BALANCE, June 30	**$3,710,876**	**$7,640,775**	**$12,671,241**

Source: CCSF Business Office, Annual Financial and Budget Report.

SECONDARY INDICATORS

1. Faculty Load

Weekly student contact hours (WSCH) per full-time equivalent (FTE) faculty.

	Fall Terms			
	1994	1995	1996	1997
Credit Load	471	454	457	433
Noncredit Load	320	316	302	297

Source: CCSF Office of Instruction, 4/23/97.
Note: Figures for 1998 and 1999 are not currently available.

2. Expeditures per FTES

Adminstrative expenditures per full-time equivalent students (FTES).

	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
CREDIT						
FTES	20329.21	19715.69	21271.43	20298.82	22149.07	22799.38
Total Expenditures	$36,863,150	$39,329,448	$44,768,500	$49,281,177	n/a	n/a
Expenditures/FTES	$1,813	$1,995	$2,068	$2,428	n/a	n/a
NONCREDIT						
FTES	13341.21	12940.12	13303.00	12763.24	13514.22	12908.37
Total Expenditures	$15,813,291	$16,879,063	$17,975,899	$19,029,519	n/a	n/a
Expenditures/FTES	$1,185	$1,304	$1,315	$1,491	n/a	n/a

Source: CCSF Office of Business Services; FTES for 97/98-98/99 from Admissions & Records Office.
Figures from A&R are taken from the annual Apportionment Attendance Report and do not include Apprenticeship hours.
Expenditure information for Credit and Noncredit is not available for 97/98 or 98/99 at this time.

3. Five Percent Reserve

Maintenance of a five percent reserve. The State Chancellor's Office interprets State Regulations as directing community college districts to maintain a reserve equal to five percent of general fund expenditures.

RESERVE	1996/97	1997/98	1998/99
Ending Balance, June 30,	$3,710,876	$6,821,224	$8,513,530
Total Expenditures	$118,334,154	$115,694,522	$12,4276,374
Reserve %	**3.14%**	**5.90%**	**6.85%**

Source: Derived from CCSF Business Office's Annual Financial and Budget Report, Unrestricted General Fund information.

SECONDARY INDICATORS

4. Utilization Rates of Campus Buildings

IN PROGRESS

5. Fiscal Stability

Rating of fiscal stability by the State Chancellor's Office. CCSF has been identified as having "no significant fiscal problems" in 1997/98 and 1998/99. During the 1996/97 fiscal year, the San Francisco Community College District was in the "Priority 3" category. (See previous page, item number three.)

Priority 1: *Any district needing immediate corrective action and intervention by the Chancellor's Office to avoid or minimize the need for emergency apportionment.*

Priority 2: *Any district with an ending balance below 3% of General Fund expenditures, and with significant fiscal problems. The district needs to take corrective action within six to 18 months to avoid needing emergency apportionments.*

Priority 3: *Any district with an ending balance below 5% of General Fund expenditures, and with significant fiscal problems. The district needs to take significant action within 18 to 36 months to avoid needing emergency apportionments.*

No Follow-Up Required: Any district with no significant fiscal problems.

Source: State Chancellor's Office Fiscal Accountability Unit; reports run 6/30 annually.

6. Fifty Percent Law

Extent of compliance with the fifty percent law. Section 84362 of the State Education Code requires that the salaries and benefits of classroom instructors and instructional aides, comprise no less than 50% of a community college district's spending for education. In 1996/97, City College spent more than the State's 50% requirement on "direct expenses of education" (53.43%).

	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
CCSF	53.61%	54.20%	54.16%	53.43%	57.12%	54.11%
Statewide Average	52.56%	52.63%	52.30%	52.54%	n/a	n/a

Source: CCSF Business Office.

CHAPTER SIX

EDUCATIONAL EXCELLENCE

PURSUE HIGHEST STANDARD OF EDUCATIONAL EXCELLENCE

City College promotes educational excellence by supporting faculty, administration, staff and student participation in national, state and local professional organizations, by building partnerships with other educational organizations, and by pursuing the highest standards of excellence for its programs and services.

Excellence indicators include student achievement and student ratings of the college. They also include recognition of the college and its faculty, administrators, students and staff by national, state and local professional organizations, and recognition of the achievements of its students in academic, creative and workplace activities.

Only two of the indicators in this chapter are currently collected; these two figures are listed in bold. The data for these figures appears in Chapter 2, Student Success. We are working to collect other indicators of excellence in the future.

Primary Indicators

1. Number of Students Achieving the Dean's List
2. Student Ratings of College from Exit Interviews
3. Employer Satisfaction Ratings with CCSF Students
4. **College Ranking in Number of Transfers to Baccalaureate Institutions** ***See chapter on Student Success***
5. College Ranking in Rate of Transfers as Measured by the UCLA Transfer Assembly Projects
   No longer being calculated
6. **College Ranking in Number of AA/AS Degrees Awarded** ***See chapter on Student Success***

Secondary Indicators

1. Numbers of CCSF Employees in Leadership Activities within National, State and Local Organizations
2. Numbers of Students on College Board's Annual Talent Roster of Outstanding Minority Transfer Students for Two-Year Colleges
3. Public Opinion Surveys within the San Francisco Service Area
4. Awards and Recognitions to CCSF by Professional Organizations for Progrm Excellence
5. Awards and Recognitions from Professional Organizations for Achievements by Faculty, Staff, Administrators and Students in Educational and Creative Activities